

Successful Strategies to Build Strong Collaborations Across Early Childhood Programs

Christy Stanton: Dayana we're still on. Good afternoon and welcome everyone to Working Together: Successful Strategies to Build Strong Collaborations Across Early Childhood Programs. My name is Christy Stanton and I'm a technical assistant specialist with PATH which stands for Programmatic Assistance for Tribal Home Visiting.

I will be the facilitator for today's webcast. Everyone listening to this webcast will have their phone lines muted for the duration of today's presentation.

Please use the chat box at any time to ask questions or make comments. Although there will not be an opportunity to respond to the chat box today, please know that we will follow up this webcast with a document of frequently asked questions or FAQ's to address what you share today through chat.

Here are the objectives for today's webcast. By listening today you will hear about strategies to support increased early childhood program collaboration with the aim of developing seamless services for children and families and increasing program quality.

You will hear presenters discuss the importance of effective cross-program partnerships as a foundation for early childhood system development. And you will consider examples of successful collaboration within the Tribal Early Learning Initiative (TELI) and ACF-sponsored effort to support partnership across Head Start and Early Head Start-Child Care and home visiting programs in tribal communities.

At this time, I would like to introduce Linda Smith, the Deputy Assistant Secretary of Early Childhood Development with the Administration for Children and Families. She will welcome us today.

Linda?

Linda Smith: Okay, thank you, Christy. Okay. This is Linda Smith, at the Administration for Children and Families, and it really does give me a great deal of pleasure to open this webinar this afternoon and talk to you a little bit about what we've been trying to accomplish with the Tribal Early Learning Initiative. I think we had over 900 people sign up for this webinar today, which was also very exciting for us. Because it does show the the enthusiasm around the country for learning how to bridge the gaps between these programs and align these things. So, as was explained in the goals I think one of the biggest things that we've been trying to figure out here at ACF has been how to create a more seamless system of services for all of our children and families. And how, where and how we can break down those barriers to that happening.

There's two aspects everything we do here at ACF. The first one is to expand access for our families to two programs. But the second and equally important is to ensure that when they have access it's access to high quality. And so we we don't consider these two things as competing. But as in the same breath, we need to be saying access to high quality. I think it goes without saying that the country by and large is tired of early childhood silos. That tiredness starts with Congress. But I think it's frustrating out around the country as people have tried to figure out how to get programs to work, you know, more together, together more harmoniously, and then not and be frustrated by different things.

So, I wanted just stand back for five seconds here and talk about what started this Initiative because I think it, it illustrates what we're trying to do. And some of you have heard me talk about this in the past.

When I first came here to ACF, I went out on a site visit to one of our Tribal home visiting programs. And while I was there, a few of us in this room, went to visit the Head Start program and the Child Care program that were co-located in the same building. And in the middle between these two wings of the facility was the kitchen which was serving meals to both Child Care and Head Start programs. And suffice it to say on the Head Start end, there was lots of things going on. There was lots of activities, great equipment, and excitement, and enthusiasm, and everything that you wanted to see in a really healthy early childhood program. We went through the kitchen and they talk to us about -- they were serving snacks that day -- and it was alarming because the snacks were different for Head Start then they were for Child Care. Obviously healthy snacks for the Head Start program in, let's be honest, not so healthy snacks for the Child Care side. And when I ask why: "Well because the Head Start program is in the child and adult care food program, and the Child Care program is not." So they were they were feeding cheaper snacks to the childcare end of the -- of the facility.

So then we went to visit the Child Care. And then I have witnesses here, so if I'm exaggerating this you in the room correct me. We went in and in the Child Care end was a big room and there was a table. And there were boxes of like Home Depot, those tubs that you buy to put your Christmas ornaments in with, with random Fisher Price toys in the tubs. And the table, no chairs. Children were actually laying on the floor. There was a big climbing apparatus it was barricaded off because, and the kids didn't have access to it. And it was like going from, you know, this wonderland of really great early childhood to a Romanian orphanage, all within one building, and in this country. And it just struck me as unacceptable in, at every level. So, so we came back here and we put our heads together here at ACF, and we took this on first thing. We took what I call a field trip over to USDA. And we helped fix the problem with USDA, and the child and adult care food program. We got that resolved. And then we decided we needed to tackle this issue of why is it that we have these two radically different programs, all funded by ACF dollars, and, you know, and yet operating so differently.

And so, the staff here -- not me but the staff came up with the idea of the TELI, which is it been implemented and you're going to hear about today.

So we're going to talk to you about what that looks like and what we've learned from the TELI. My thinking when we did this was as if we can figure out how to align these programs on in Indian country, where there's really not an awful lot of confusion about, you know, the state policies, you know, getting it, being in in the mix, then it helps us understand with the barriers are fed to fed before we begin to look at the barriers between federal-state and federal-local. So that was just thinking around this. And so, that started the project now. We're several years into this. I think it's actually three years now in. And we have, I think, really good results from that first go around of TELI projects.

So, before we go on I'm going to turn it over to Rachel, who's going to welcome you on behalf of the Child Care program, and give a few thoughts on what they've been thinking along these lines, and then will turn it over to Ann Linehan who will be sitting in for a Blanca Enriquez today.

Rachel Schumacher: Thank you so much Linda, and hello everybody out there. We're so pleased to have so many people join us today to talk about this really exciting model and to talk about in general, the importance of working across our early childhood programs. And really when we, just to tag on what Linda said, when we talk about alignment, we're really talking aligning with the goal toward moving programs towards the highest standard that can apply across the programs. And so, we are very interested in what the folks in the TELI opportunities have been able to start to work on and how those, we can learn from those in the work that we're doing. And, one of the things we're doing at the Office of

Child Care, as everyone is very much aware, is working on a new law reauthorized by Congress last year, and signed by President Obama November 19 last year, which we're almost to our anniversary of that. We see all over this law opportunities to really think across programs and to raise the, the bar in terms of quality for child care, and think about child care as a two generation program, in a similar way, that we've always thought about Head Start. And we're very excited to continue to work with our partners across the country as we all tease through this law and figure out the best way to implement it.

And I want to just to stop and stay obviously folks on the call that the Child Care Development Fund serves children birth to 12 for families who are involved in working and/or education and training programs. And we know that families -- this is a big continuum. Right?

So families need change in terms of what types of services they might need over that time period that their children may be eligible for this program. The child's needs may change, and different siblings may need different services. And what our programs ought to be able to do across the Administration for Children and Families is really meet those needs as they change as seamlessly as possible so that children and families have support throughout that time period. And so we're excited to continue that work here.

When I talk about the reauthorization of the Child Care and Development block grant, we often talk about how are child care administrators across the country, if they didn't already have lots of partnerships with folks and other programs, they certainly are doing them now because there are many opportunities for building systems and connecting child care to other parts of the system in the law.

And for this audience I would highlight a couple things. One is around consultation and even the development of their plan for how they will implement the law at the state level. So states across the country are working on this, and they have in the law new requirements in terms of coordinating with Tribes, as Tribes are interested in coordinating with them. And with coordinating with their state advisory councils, which as folks know, do work across Head Start, child care, preschool and other early childhood serving agencies' health. And so that's a tremendous opportunity to really think across these systems, both in terms of planning for their entire Child Care and Development Fund plan, and specifically, Congress also asked for coordination and thinking about professional development, which we all know is a system that has -- there's different opportunities to different systems and we really think when you're working with young children, the skills you need are similar regardless of where you sit and what the name of the program you are working in is. So, we're really excited about these opportunities.

Before I turn it over to Ann, I just want to say one more thing about why I'm really excited about the TELI. And that is that it shows what folks can do when they come together at a local level and really sit down and share, "Here's what we're trying to do with children and families. What are you trying to do? How can we do this better together?" And we know that a lot of the really good changes that happened out there do happen when folks come together at the local level and work together, and the states are supportive of that, and the Tribes are supportive of that. So we really, really thankful for this demonstration to see how, what can be done, and look forward to hearing more about it, as I turn it over to Anne.

Anne Linehan: Good afternoon folks, and I'm sitting for Dr. Enriquez, who is actually at a Head Start meeting today. But I am happy to be here. As I listen to both Rachel and Linda, there a couple words

that come to mind. And of course you know, Head Start is celebrating its 50 birthday. Party every day this year.

[Laughing]

And when I think about, when we -- One of the Head Start first started out -- and one of the four cornerstones of Head Start was community. Working in collaboration, working in partnership. And, and when I think about how that community became meaningful, it became meaningful because Head Starts were required to collaborate with their community partners. But it was mostly collaborating with partners that benefited solely the Head Start children. It wasn't thinking more broadly about sort of benefiting other children in the community. And then I think about our most recent 2007 reauthorization where the word "alignment" became certainly very, very popular.

But it was aligning with our are public school systems, not necessarily us aligning across our early childhood systems. So I think that we have evolved from being sort of in that silo, in the sandbox, to working with partners in different ways, intentional ways. And I think the most recent example to me, which is absolutely stunning, is Early Head Start - Child Care partnerships. That's when we're really able to say to our, to communities it's really bringing the that vision that Linda had too for wishing, saying, "We want programs like Head Start to be able to work with other programs that are serving children of the same age and investing in those programs just about as much as we're investing in the Head Start program. And I think that type of alignment and, and collaboration across like-age groups is really, I think, new for us. It is, it is created an excitement within communities that I think the, we haven't even begun to realize the impact.

So I think there's been an evolution in Head Start over the 50 years, and I think today it's much more intentional, much more delivered. And we're not just looking internally, we're also looking externally at the influence that we can take from what we know in terms of best practices and spread that across our early childhood systems, even with the public schools who will say, you know, "We modeled are pre-k after Head Start."

And one thing I just want to say, Rachel, when you talked about the TELI, the one thought I had -- and I know we're going hear some amazing examples -- and it's not always about the amount of funds. Because it wasn't, it wasn't, like, this huge amount of money. It, I think there's a little bit of money that may have served as a catalyst, but what then came out of that was pretty significant.

So...Moushumi.

Moushumi Beltangady: Thank you, Anne. And thank you Rachel and Linda. So, my name is Moushumi Beltangady. I'm a senior policy advisor here in the Office of Early Childhood Development. And, I have the honor of managing both the Tribal home visiting program and the Tribal Early Learning Initiative, which we are going to talk more about today.

And TELI really started, as Linda said, you know, kind of coming out of the visit that highlighted something that, I think, many folks have known about for very long time, which was the disparity in quality that sometimes existed between Head Start programs and Child Care programs. And you know, and also just recognizing that Tribal early childhood development programs in many Tribal communities that serve young children and their families have historically been developed in a patchwork way, and in response to specific needs, or new funding opportunities in the legislation. They usually have separate

funding sources, different standards and regulations, different government structure, different amounts of funding that are available. And so what we've seen not just in Tribal communities but in communities across the country is a maze of discrete program that can develop, that sometimes have conflicting policies, inconsistent quality and accountability, and uneven investment.

And so, the TELI really grew out of that, sort of, context. And our goals under the TELI have been to support Tribes to coordinate their Tribal Early Learning and Development Programs. And by that we include not just Head Start and Child Care, but also home visiting, which through the Maternal, infant, and Early Childhood Home Visiting Program, which started in 2010, became a new partner coming into the, into many Tribal communities, and an opportunity to really start fresh and looking at the early childhood system and think about how can this home visiting program fit into a broader system of support for families.

And so the TELI really wasn't opportunity that grew from that, as well. Another goal of TELI was to create and support seamless, high-quality early childhood systems, and to raise the quality of services to children and families across the pregnancy-to-kindergarten entry continuum.

And finally, the TELI had a goal of identifying and breaking down barriers to collaboration in system improvement. So we recognize that there were these barriers, that there were these conflicting policies and things. But we also thought if people could sit down together and talk about their programs, and learn about each other, that they might realize that some of these barriers were really perceived barriers, or things that could be addressed once everyone really sat down in a room together.

So, since 2012, we've been piloting the TELI, which has been a partnership between ACF and for American Indian Tribes that had Head Start and Early Head Start Child Care Development Fund and Tribal home visiting programs.

So the next slide. Quickly.

So, we worked in the first cohort of TELI, which started in 2012 and continues, with Choctaw Nation of Oklahoma, the Confederated and Salish Kootenai Tribes of Montana, Pueblo of San Felipe in New Mexico, and White Earth Nation in Minnesota, a really actually pretty diverse group in many different parts of the country. They all look very different. You know, we have one on a reservation-based Tribe in a huge service area, which is, which is Choctaw. We have another very large reservation-based Tribe in Montana. Pueblo of San Felipe. A very small, traditional community and a Pueblo in New Mexico. And then White Earth Nation, another large Tribe on a reservation in Northwest Minnesota.

And as I said, you know, the, the efforts were focus on collaboration across Head Start child care and home visiting. But while the TELI efforts focused on collaboration across these specific programs, we really believe that the experiences and lessons learned are applicable to a wide range of early childhood programs in the health and education, and family support areas. And also that the lessons of this work in Tribal communities can be useful for all types of communities and states as they try to coordinate these programs.

Through the TELI, we provided small incentive awards. And really do mean small. The first year with about 30,000 that went to each Tribe, and then it was basically between 25 and 50,000 to each Tribe after that. So it was a very small amount of money. We also provided technical assistance in the form of guidance documents. We did a site visit to each community that included members from the Tribal

home visiting team, head start -- Office of Head Start and Office of Child Care. And we also provided additional technical assistance webinars and calls, and things like that.

And we're just so proud of the accomplishments of this first group of TELI grantees. We -- and you'll hear so much more about their work today -- but they really deepened relationships, support and respect across the partners. They created a solid foundation for expanding early childhood in each of the communities and improving quality services to families with young children. And they've made significant progress toward breaking down barriers to collaboration that were gaining towards a unified vision for all children and families in the community.

And you'll hear some, some examples of the work that they did, you know, as we listen to their panel in a few moments. But some highlights include creating a single Tribal early learning program enrollment form to facilitate seamless enrollment process for families. Selecting common assessment tools to could easily compare data across programs. Holding joint professional development training for teachers and other staff. Investing in data systems to allow for better coordination and sharing of relevant data across programs.

So, let's go to the next slide.

So, some key themes emerged as part of the TELI. First, as I said, deeper relationships across programs. More effective collaboration. Increased understanding of each other's services. And improve processes for developing partnerships. We'll talk a little bit more about each of those on the next slide.

So, for deepening relationships, we thought that the relationships really grew across the Head Start, Child Care, and home visiting partners, but also between Tribal and state partners, and local Tribal, non-tribal partners in supporting this, this work. And you know, I think it just became more and more obvious that relationships and trust are key to doing any work on behalf of children and families.

Next we saw a really increased understanding on the behalf of each of the different partners about what each partner does and how each program contributes to a comprehensive array of needed services. So, they were able to understand how they could refer families to each other's programs, improve transitions across programs, and be able to identify gaps and services, as well as you know, where there might be duplication.

We saw more effective collaboration, so really more deepened and focus collaboration. People were realizing as they met that they weren't just meeting to meet they actually started finding out that they had real things that they could work on together and the nature of what they worked on became more complex over time.

And finally we saw similar processes across the board of grantees in developing the partnerships. So relationship-building activities, development of a common agenda and vision, and mutually reinforcing activities. So you know, things that they worked on together really reinforced by all three programs and, you know, advanced the quality and goals of each program.

Next slide.

And let me share some common lessons. And these of all the things I'm talking about today are included in a report that published on the ECD website about the TELI first cohort. But some common lessons

that were learned were the importance of taking time to learn about each other prior to work-plan development. So spending time together, talking about what each other does.

Next keeping the client experience as the focal point within the collaboration. So always thinking about how can we improve the quality of the experience for families, for children, and reduce duplication. Reduce burden.

And then finally, that incentives such as technical support funding and all that that I talked about do make a difference in fostering collaborations, but they aren't the only thing that matters. You know, there's a little bit of incentives, but really it's about the relationships that were developed and the common goals and vision and mission that were developed as a result of what, you know, it's coming together. And I think we can see that a new opportunity can make a difference and change the, the impetus for coming together.

So now I'm going to turn it back to Christie, who will introduce you to our next section of the agenda.

Christy: Thanks Moushumi, and thanks to each of you for that illuminating context and enthusiasm for breaking down silos and the potential of TELI to better serve children and families.

I'd like at this point to invite Barb Fabre, who is the director of White Earth Nations Early Childhood Services to introduce an important perspective on the TELI work. Barb?

Barb Fabre: Thank you, Christy.

Boujou. As Christy said, I'm Barb Fabre, and program director for the Tribe's Child Care and Early Childhood Program. Archer woman, Dr. Vizenor was an able to be on the webinar today and sends her apologies. Dr. Vizenor is very supportive of our We Care proud initiative that we started here, that kind of started out of TELI. And TELI brought it forward. It was so important to Dr. Vizenor that she mentioned it in her 2014 State of the Nation Address.

We Care stands for Wider Coordination Assessment Resource and Education. We Care is a family-centered case management approach to providing coordinated and meaningful services for families working with, with our travel agencies in a holistic manner, with a no-wrong-door entry, and the family is in the driver's seat. And programs are supporting the entire family.

Now, I just wanted to give a brief description of what We Care is, and I will turn it back over to Christy.

Christy: Thank you, Barb. It's wonderful to hear of Dr. Vizenor's local support for this work. And now we get to hear from people who have done the work of TELI implementation in their communities, and we're very fortunate to have people with us today from the four TELI grantees.

Lisa LaCroix and Jeanne Christopher are from the Confederated Salish and Kootenai Tribes. Sarah Rowland is with Choctaw Nation of Oklahoma. Fran and Sarah, Janae Sanchez are speaking from the Pueblo of San Felipe. And Cindy Anderson, Barb Fabre, Angela Soyering, and Sarah Snetsinger are with White Earth Nation. Thank you to each of you for making the time to join in this webcast today and share your experiences.

So let's begin the panel discussion with this question: "We've heard a lot about the importance of relationship building to this collaboration effort, can you describe how you began developing your

relationships with TELI? How those relationships changed, and how those new or deepened relationships impacting, impacted your work?

And first, I'll turn to White Earth Nation.

Cindy Anderson: Christy this is Cindy Anderson, the evaluator. First thing that we did in White Earth was to spend actually a day and a half together to really listen, and understand, and acquaint ourselves with each other's programs the depth and breadth of services that are offered. You know in general, we knew who the folks were and, but often times we had a perception or some assumptions perhaps about what their services did or didn't include. But we really truly did not understand the full scope of what they had to offer.

TELI brought and kept folks together at the table. And as we learned more about each other's services and programs we better understood our own, quite frankly. And we were able to determine how to best meet the needs of children and families.

When we started out, you know, I often times say there's many words that start with the letter "C" and end in "tion." But they mean very different things. So when we first started I would say that we were cooperating. And we were cooperating by preparing things like joint calendars of activities and things for families as a first step. Throughout the process and the continued growth of our effort of TELI, we went to some co-location. So you know, if we are all in the same room at the same doing services, that's going to enhance the delivery ultimately through, kind of, a graduation from co-location to coordination, where you're actually looking at doing services together and in a different way.

And then ultimately I think where we have ended up as in collaboration. And that has manifested itself in things like working towards a common assessment form, looking at ASQ data and things, and how those things can be shared across cross- systems, and really looking at not necessarily the agency or entity where it originates, but the family at the center of how we're providing those services.

It also gave us an opportunity to challenge what has been sometimes long-held perceptions and beliefs that may have been grounded more in myth than in fact. And quite frankly, we actually have permission to challenge and to -- we saw something as a barrier we didn't just take it at face value we started to dig a little deeper in a little deeper to find out what well, "Why is this a barrier, and is there a way around it?" And interestingly enough, we often times found that the barrier was more perceived than it was structural. But it became institutional because it's a way you'd always done things. You know, for a very long time.

So, we as TELI challenged us, I think I've gotten to a much, much better place and look at it's not about what each individual agency does independently but what we can all together, can do together as a team to benefit children and families of the community.

Thanks, Christy.

Christy: Terrific Cindy. I love your "C word" framework, moving from cooperation to collaboration. Wise words for the rest of us.

How were you Pueblo San Felipe -- How did developing relationships with TELI look for you? How did they change, and how did they impact your work?

Jenice Sanchez: Good afternoon. This is Jenice Sanchez, and I'm the program coordinator for the project Kevo Tribal Home Visiting Program in San Felipe. So similar to White Earth, our initial step in this partnership included becoming familiar with each of our programs. And this unfolded in a variety of ways.

So, we started with the directors of Child Care, Head Start, and home visiting -- sitting down to learn about the goals objectives, hopes and desires of each of our programs. And then also taking a step back to evaluate where if there was any duplication of services, overlap of resources that could be managed, and how each of these programs could really contribute to the seamless transition of services for families from one program to the next. And everyone really took the time to figure out how, you know, each other programs played a role in the bigger puzzle of the early childhood system within San Felipe.

Another main focus of ours in the beginning was relationships, and you know, really strengthening the partnerships that were happening among the staff within each of the three programs. And so we wanted our staff to know that they were important to this system, the broader system, and that each played a role in making meaningful contributions to the community.

So, we set out with the intent to approve or improve our approach to empowerment and coordinators really modeling what it means to work together. So we used the strength-based framework to reach each staff and from there, I think the most meaningful process during this time was getting to know one another and staffing all started to share real-life stories about themselves. And this helped everyone get to know, you know, who we were getting into partnership with. We're all in the same community, and you know, we do have background on the people that we work with. But I think getting, you know, details of, you know, what people, what their hopes and dreams are, you know, what they deal with on a daily basis as far as the services they provide, and you know, where they want to go, and how they want to help the community really strengthen the team effort. And so, we were happy with the things that resulted after that.

And I think an important realization was that this will trickle down to our family of, as well. You know, it's kind of that parallel process of us modeling, the coordinators modeling to the staff, and then the staff picking that up and being able to model that with the family. So that was a great learning experience.

Another important observation is that home visiting with a brand new program in San Felipe and you know, the other two agencies being childcare and Head Start were in existence for many, many years. The Head Start you know, being in San Felipe since the 60's. So, from the beginning I think each partner recognized its role in this process of trying to build or improve upon the early childhood system, with home visiting looking to the other two programs for support and resources in building a solid home visiting program within the community.

And at the same time, Head Start and Child Care not feeling threatened you know, with this brand new program coming in. So I felt like each coordinator or it felt like each coordinator needed support in different areas. And we were so ready for this partnership because you know, previous work operating in silos was not getting -- It was not getting us anywhere.

The ONCE Movement was realized through the partnership of these three programs. I think it was a lot easier to get other Tribal programs to buy in. And even those that were not early childhood focused, you

know. We got a lot of great people at the table and wanting to communicate and collaborate. And this is extremely beneficial for our families because you know, not only were we able to tap into early childhood resources, but even through housing, through education for the older children -- there was a lot of people at the table that were willing to help and offer all their services.

So the TELI opportunity just really opened so many doors for partnership and you know, it really planted the seed for programs coming together and I guess, to the full extent, really living out what it means to be a community.

Christy: Thank you, Jenae. That was a beautiful description of how TELI was flexibly adapted to the needs of your community.

Next I'd like to turn to Sarah Roland of Choctaw Nation. And Sarah, could you tell us about the shared vision for your TELI project, and how you developed this vision together?

Sarah Roland: Hi, this is Sarah Roland. I serve as the TELI coordinator for the Choctaw Nation of Oklahoma. At the Choctaw Nation the TELI collaborations started with the directors, and it then spread down to the staff, and then to the families and the community.

When we begin our TELI work, directors were aware of other early childhood programs but they didn't really know the details of each program. So as the initial step in developing a shared vision, directors began to meet together on a monthly basis to discuss and learn about program details, like each other's enrollment requirements and which curriculum was being used and assessment being used in each program.

Through this initial director-to-director level interaction, the directors found that there were some obvious differences in the programs due to the federal requirements. But there were also many similarities, including the use of the Ages and Stages questionnaire between the programs.

They also found that the programs were dealing with some of the same issues, such as a higher than expected rates of special needs children. Directors then thought to build on these similarities when they developed the shared vision for the TELI.

This shared vision that emerged is based on the fact that in the Choctaw Nation Early Childhood Program we really see each child as our child, from birth through the time the child goes to public schools. And the shared vision that was developed is this: a seamless system that cares for and educates children until they enter kindergarten.

Our early childhood system of care actually began as even before birth for each child, because we are serving these children and educating parents through the Home Visiting Program. We believe that it really takes a village to most successfully raise our children, and within the Choctaw Nation we have a village of programs to serve our children. These are really our children and we want to provide them with the best system for them and for your families.

Christy: Thanks, Sarah. Developing a common agenda, a shared vision sounds like an accomplishment in itself. But I wonder if you could share more of what's been accomplished as a result of the work this team did together?

Sarah: Sure. As I mentioned before, the directors began this work by developing this shared vision by first learning about each other's programs on a director-to-director level. And this is an important first step in the program being able to come together to collaborate. And since then, the directors have really taken advantage of this collaboration by holding joint Policy Council and advisory board meetings. And through this collaboration, directors not only become engaged in, with the other programs, but actually are having input into each other's activities.

A major accomplishment of the TELI agenda was continuous learning about services available to families throughout the early childhood community. A key focus of our agenda is engaging families in the process, and staff have to know what is available to be able to share it with the families they serve.

So we begin with educating staff about other programs. the goal was to break down the walls between programs so that they are less self-contained and more engaged with each other. We accomplish this initially through a joint staff development training. As I mentioned before, one similarity among the programs is the higher than expected rate of special needs children. Therefore, staff and all the programs were experiencing similar training needs. The hosting of a professional development for staff from all programs allows for better use of resources and there is less duplication among programs. Our directors also hoped that holding a joint training for staff from all programs, in addition to being more cost efficient, would encourage staff to build their cross-program relationships. Staff interaction at the initial professional development training was encouraged by asking staff to sit with people from other programs during the day. So teachers from Head Start might sit at a table with home visitors, and child care assistance workers, and so on.

At the end of the day, staff completed a questionnaire and we found that we had indeed accomplish an initial step to our shared vision by having the staff come together as one big early childhood team. This shared professional development training has been continued and it's now an annual event. And the early childhood programs are actually hosting an autism awareness professional development event today, and they're hosting Eustacia Cutler, you know, Temple Grandin's mother. And the directors had to be at that event today, and they were sorry that they couldn't be here to speak with you themselves.

Continuing. The education effort around our systems of care. Our early childhood programs began to educate the family about the various programs. This has been accomplished in several ways. First, all Choctaw-related early childhood program have parent newsletters. Excuse me. These were used to get the word out to families by printing articles about other program. For example, home visiting programs included articles in their newsletters about child care assistance and Head Start and then a new Early Head Start program. Then we created a brochure describing a different programs and how they work together. This is what you see on the slide. This brochure can be used to describe our system of care to families and also to anyone in the community. Also as staff had become more aware of and involved with other programs, this naturally comes out in our involvement with the families.

The accomplishment here has been that families now understand the linkage between the programs and what is available to them and their children. They also are aware of the common agenda, and how we are working together to care for our children.

A second great accomplishment has been that through the TELI work, we have raised awareness of issues that may seem like they are imbedded in one program, but actually reach across the early childhood spectrum. Cross-cutting concerns have been identified, such as the fact that approximately 20 percent of all children being served in the programs have special needs. Through our common agenda,

we have recognized the high occurrence of special needs across programs and also the lack of local resources.

The Choctaw Nation is located in very rural area. Families with special needs might need to travel several hours to find the services that they need. Through the TELI agenda, staff had learned about resources available to families that other programs are you utilizing, and began to share these resources to serve families in need.

We also developed a resource guide for parents in all programs that included descriptions and contact information for not only Choctaw early childhood services, but all area programs that might be useful for families with young children. Directors also found that similar child assessments are being utilized, that the results of these assessments are not being communicated to other programs as children age out of one program and enter another. Tracking these as a child grows will offer better recognition of special needs and earlier services to those families.

The third accomplishment that I'd like to mention today deals with this idea of tracking data for each child. As everyone here knows, there is a lot of data surrounding the children in our programs. The Choctaw Nation would like to utilize this information to obtain the best outcomes for our children, and at the same time reduce the burden on parents who are filling out forms and maintaining records for the child. we began by working together on an enrollment process. As families were enrolling their children in the Choctaw Nation Early Childhood Program, they were repetitively filling out forms. The same family might enroll in a home visiting program before their child was born, and then apply for child care assistance in Early Head Start, and then later Head Start. And it was it was a lot of form filling.

Each program collects essentially the same information but with some variation do to each federal agency's specific requirements. Ideally, we had envisioned one application for all early childhood programs and the information being shared electronically. Recently, we have developed a paper-shared application where families fill out the main application when they enroll in their first early childhood program. And then, as they enroll in other programs, only abbreviated appendix applications are filled out.

Working off of this success with developing the enrollment form, our directors are beginning to work on a data-sharing platform. The programs will still use their existing data systems that are specific program. The relevant information will be acceptable between programs. This type of data collaboration will allow the programs to track child assessments over time to better serve their individual needs. This accomplishment will strengthen our shared vision to create a seamless system that cares for and educates our children until they reach kindergarten.

Thank you, Christy.

Christy: Thank you so much, Sarah. What Choctaw Nation has accomplished is incredible, and the plans you have to continue to work. I think I'd like to turn it to White Earth Nation again to help us think about what system development outcomes have been achieved through your TELI project. What did you learn about your system and you, did you discover anything surprising?

Sarah: This is Sarah...program coordinator for White Earth Nation. And one of the first things that we ended up doing together as a team was actually to share our client list. Because there was a perception that we were doing a lot of duplicative services, and serving a lot of the same clients. And through this

process, we actually found out that there was actually very few families that we were seeing together. I'm going to say that eight families, I believe that the time, were actually being seen by at least two programs. And there were only two or three families that actually had all three programs servicing them. It kind of gave us an opportunity to kind of really open some doors, and kind of really look at our clients, and see if there were some things, see if there was a family that wouldn't benefit from another program being in their home. And also, if we were sharing, how can we actually share, like, assessment results, and things like that with the other program so we're not duplicating that service. And then, we also found out that one of the nice things about, if there was already one home visitor in that home that had a relationship with a family, it was easier to open the door to another program by inviting the on a visit with the, with that home visitor because it was already someone they knew and trust, and it wasn't just a stranger coming into their home. And so, they already had that trusted person there. And then, they were able to slowly build a relationship with the new home visitor from a different program. And so those home visitors could eventually do the programming on their own.

And just really lead to a -- and Barb already touched on it and I'll just go over a little bit -- but, was the development that over the We Care model. And so, as it started as a TELI project, it actually grew pretty fast into a Tribal project. And so, it wasn't only a TELI project it was all the programs on the White Earth Nation that were beginning to utilize the system. And latest goal was really to bring about widespread change not only to those three programs, but to all programs, and really serve our clients in a holistic approach, and, and the service would be client-focused, client-driven, and the client had to be part of it. So it was no longer agendas of home visitors or program staff. It was really, it's really all driven by the clients. And the clients got to be involved now.

So, we really worked with the families. Any of the programs now can actually do the first assessment with the client. And so, assessments are actually being done at different settings so that we are able to access more families that maybe don't have services already in the home. And through this assessment then we kind of develop a team of the, the We Care team that is comprised of different partners, or different program members that are working then directly with the family, having meetings with the family. And then now we're working on all common goals instead of having individual goals.

So, so we really have -- even go through like the outreach efforts and then the multiple entrance points. We want families to be able to easily access all the services on White Earth Nation, and hopefully a limo eliminate a lot of confusion of who is with which program, and which role am I working on now. Because all the programs can access the common goals through our right track system and, kind of, know progress is being made on those goals.

And so, I mean we definitely have a pretty aggressive approach going on. So we're pretty confident that we can do it and White Earth is pretty determined to really start serving clients better and, and serving -- doing it more holistically.

Christy: Thank you, Sarah. Sorry.

Sarah: Oh no, that's fine. I was just actually going to add that you know it really did take a long time to, you know, truly develop the system, and really develop securities in our software system. But we are actually truly doing assessments now and really have some success stories on that we could share at some point in time of how the process is going.

Christy: Terrific, thank you for sharing that level of detail with us, and such a nice example of keeping the families experience foremost in your mind, easing the burden of families of navigating various programs. Really nice.

Now let's hear from the Confederated Salish Kootenai Tribes. Please share with us how other partners beyond the three TELO focus programs became involved.

And I wonder if you need to come off mute.

???: Sure, Christy, this is ????, the program manager for the home visiting program. And I first wanted to share that, you know, I'm fairly new here. I've only been in this position less than a year. And prior to my arrival of my predecessor of TELI had done a lot of front-end work, which included contributing to the start of the Best Beginnings Children Partnerships. And that group actually consists of both Tribal home visiting, Lake County, local health representatives from both hospitals, and an Indian Health Service representative. The school districts. They also have private child care providers. And then there's our Tribal early childhood services. We also have mental health record representatives, both from the county and within the Indian Health Services. We also have parents and community members involved.

And initially when the group got together, of course, there was, you know, there were dedicated. They wanted to improve school readiness for Lake County and for reservation children. Through collaborative projects and through support of the local early childhood services. And how they did that, initially they wanted to have partners to get together across professional disciplines and geography, because we do have a huge geography here. And they wanted to make connections and develop strategies to address larger community issues. They did that through sharing in advance the news and stating, trying to pull together the issues surrounding early childhood.

What we -- resulted from that was -- Number one, they built trust immunity, which was not really prevalent here between the county and the Tribe, and what not. I mean, of course when they came together, they realized they share, you know, the same common constituents. But what it created was like a shared vision. And so now it has, the, the focus is kind of developed into a whole-child health, that includes mental health, that includes supporting the parents, maybe truly include the fathers, and then school readiness.

It resulted in strategic actions, that you know, based on assessment decided what the needs were. And then they provided provider outreach and again trying to meet the parents' needs. They ended up creating some, doing some resource sharing, having people come together and talk about the different programs they have, go through the process, and how those things go. They also ended up creating some shared professional development. And for the parents really, they created a school readiness, which wasn't really -- I mean we have national standards, but this was based on what the local needs were here. They created some parent tips, as well. And did that because, you know, sometimes, issues when the young children are very mobile, they move around, maybe each school has its own, unique, and have different expectations. And they also wanted to make sure that the caregivers had a clear sense of what school readiness meant. So they did end up developing the list that was created locally for the schools here.

Now as I mentioned, you know, I am new to the community. So what we are doing now, of course, is sustaining our role in that partnership, which will benefit our Tribal partnership, that includes home

visiting, early childhood services and Department of Human Resources on Child Care block grant. And creating our own theme of services.

Additionally, as I mentioned, you know, being new to the community, how that helped me was I had a one stop place. And I'm talking the second day of work here, but I got to know all the people from all the different partners. I was able to get information and connect with those partners, which were both Tribal and not Tribal, which I think is, is really, really unique to this area to do that and, and it continued that trust and that sharing was just really, really motivating.

Thank you.

Christy: Great, Lisa. Thank you for that interesting perspective of Tribal and non-tribal entities working together for the good of a larger community. So I'd like to turn to White Earth again. What strategies helped keep your TELE efforts going?

Barb: Thank you, Christy. This is Barb again.

Our other strategy was to have an evaluator, which was Cindy Anderson, to assist us with the process. As a non-program person, Cindy was able to help us keep on task with meetings, and goals, timelines and outcomes. Because as important as TELI is to all of us, we, we tend to get very busy and to have that outside support, our dedicated person to keep on task was critical and instrumental to this initiative.

The other strategy for success of TELI was to find out about each other and understand that we are all equal partners at the table with the freedom and purpose to break down those silos. And of course, We Care was another force that kept us connected and moving forward.

I think another strategy that that has been successful and that we will continue to do is that we needed to get our staff to buy into TELI, in the projects that are coming out of TELI. And they did. And because of that, all three programs have committed to meet once a month -- both home visitors and managers -- to share information, training, resources, and referrals.

Lastly with We Care and the sharing the data system as part of We Care. Even though our formal TELI initiative will end as part of cohort one, we, we know that we will continue on that collaboration path that TELI has helped put us on, and We Care, and the data system will help draw in new partners.

Thank You, Christy.

Christy: Thanks so much, Barb, for adding your voice to the strategies that have been successful in TELI. Now returning back to Pueblo San Felipe. Now that the first round of TELI is coming to an end, how will you sustain what you've built? And what are you planning to do next?

Jenae: So, this is Jenae again, Sanchez from the home visiting program. So preparing for the time when funding will cease. We really tried to build a visible presence within the community so that we could be recognized as one united front within the realm of early childhood. And through this presence, we hope to fulfill several objectives that would really solidify TELI's presence and create longevity for the work and partnerships that we established child care, Head Start, and home visiting. And some of these objectives we set out to accomplish included tangible behaviors at the program and family level, which were really helping with me realize is important and necessary.

The, one of our goals that was accomplished was to develop a child passport system for TELI and the broader early childhood system, which would ultimately get programs to communicate about the health profile of a family, particularly with the child in the family. Because this passport would contain important health and child development information, we knew that we would need to get proper authorization from parents or primary caretakers to give us the authority for programs to work together. On the service plan and ideally the goal was to wrap the family with coordinated, comprehensive, and culturally appropriate care.

So being that the passport would serve as a communication service tool, we were hoping on, as a result that referrals would increase between programs, that wrap-around care would be accomplished and that, you know, duplication of services would be avoided. And also that early detection of developmental delay would occur and be routed appropriately to the right programs.

So through this passport, we were really hoping to improve upon some of the things at the family level, as well. And this included, you know, helping families organize pertinent documents for their children. When we first started, one of the major concerns from Head Start was that parents are not prepared with proper documentation to register children for Head Start. And so, because of this, there's a delay in registration. And then, this impacted, you know, starting school on time, because parents didn't have birth certificates or certificates of Indian blood, and all other documentation that they needed to register their children.

We really set out to educate parents on the importance of organization of files. We supplied vender organizers to all new home visiting enrollees. We also, the home visiting program also worked to provide strategies to get this paperwork completed after the birth of a child, hoping that, you know, these behaviors would continue with services such as child care and home visiting -- I'm sorry. Head Start and also other services within early childhood -- really to get families practicing organization of files, and making sure that they have the documents when they need them.

We also started to work on, continued to work on a cultural and language curriculum across all three programs. Home visiting has started this work, and we're really hoping to expand the curriculum for Child Care and Head Start, with the intention for each curriculum to build off of the previous one. And with the home visiting curriculum, we really focus on initiating education on the basic principles of prenatal care, on developmental milestones, and working on the foundational skills of school readiness, with intention that, you know, Head Start and Child Care would pick up on some of the more concrete domains of learning and helping the children polish these skills that, you know, we're hoping that they'll enter with or be able to get in Head Start and Child Care.

So the ultimate goals that we implement are comprehensive birth to five approach to school readiness, with the framework grounded in San Felipe culture and language. But making sure that we're still hitting the areas to comply with the New Mexico early learning guidelines. And I guess, you know, additionally we also wanted to work on -- One of the things that were also working on extending are seamless transition of services, from Head Start to grade school. Our community also has an assistance of care grant that has worked towards insuring services from birth to the elderly, and we're really planning to continue to capitalize on these resources. But of the services we have in place for our babies, toddlers, and older youth were sustained through other programs.

And it's been essential for us to partner with other programs, Tribal programs, and also local programs that are not tribally run, but making sure that these partnerships are put in place and that

huge strides are made to make sure that the community is sustaining all the different things that were accomplishing through TELI.

So support of partnerships are essential. And we really tried to gain a lot of different community support at different levels to make sure that we follow through on this model of wrap-around care. And at the table, having these different specialties or people that focus on different areas of care -- having them available so that, you know, we can make sure that the family is getting the services they need, while at the same time empowering them that they can do for themselves.

And I think this leads to our last little idea for, you know, the next step in making sure that, you know, TELI's energy is sustained even though the funding is not. And when we've tried to do is that is to make sure that we come in and we really reinstall the hope and motivation within our, for, among our staff within the programs, within the community. You know, with new people coming in, two different roles of directorship and administrator, positions we really want to make sure that they keep the work going. So if anyone of us leave, you know, that the work will be sustained. So even though we lit the flame, we still need people to continue to carry the torch for the work in early childhood, and I think that the work that we started on -- You know, the staff in the three programs really began to communicate and have good working relationships, and you know, they're really dedicated to improve these systems.

So, we share our dreams and hopes for our children, and now it's a matter of continuing that fight so that, you know, the communication and collaboration that we have established find a permanent home within our programs and within the community.

Christy: Thanks so much, Jenae. And back to the Confederated Salish and Kootenai Tribes. What has been the most significant impact for families and children as a result of your TELI project?

Jeanne Christopher: This is Jeanne Christopher from Early Childhood Services. And the impact of the TELI projects have been great. We had better access for families and children to the services that are available, and that's, that's as a result of better communication between the service providers and better coordination.

We had increased sharing of resources between programs and increased utilization of the services. TELI also allowed the service providers to know who was involved in serving the families of the early childhood community. And we have lots of foster care families and grandparents raising grandchildren. So this, this is a really important accomplishment.

The goals and what is working and what is not working within the various communities and programs was also something that we then had access to because we were talking more.

Through the efforts of TELI, we were able to build trust. Trust between people who thought they didn't have anything in common, and trust between the various partners. Perhaps the Child Care might look at Head Start and be concerned that we would take their children away because we are larger program. But the efforts that were made on behalf of the Child Care program involved them in some of the things that we were doing. So then then we had we had some common ground.

We had three efforts of the Best Beginnings group of the TELI project that organized parent engagement sessions that were based on the school readiness skills. Kindergarten teachers from each of the eight school districts got together and they worked on and negotiated Kindergarten readiness skills and goals.

And then, this would be consistent across our reservation. Our families are pretty in route from Lindsey community, depending on things that effect their family. And so we wanted, I wanted for early childhood services to be able to ensure the success of children who move from one site to another site, and back again.

And we worked with district teachers which broke down some barriers, to being the readiness goals through the different activities that these parents sessions, so that the parents could do some of these at home with their children. They were provided books, bags, information, food, and hands-on activities for the parents. It went over very well. People were very excited. It was really good for Head Start staff to be involved with school district staff, and Head Start staff to be involved with other program. That is all about the relationship so those things really build, really helped in building, building collaboration.

And Head Start because of the TELI had several training sessions for the Child Care community, such as teaching the Child Care providers Ages and Stages, the dial four, having an occupational therapist and a speech and language therapist talk to Child Care providers. And we lured some folks out so that those Child Care children to receive the screening for early intervention.

Let me see.

We've done some things to help assist with transportation. There's just, there's just a lot of impact for families. Another impact has been, I believe, at the Tribal department head level.

I think I think those involved with children, there's now, is we think of those other programs. We're not, we're not so focused on our own activities that we don't involve the other department. And that's a real plus.

We have, you know, the disparity that was spoke about earlier, the disparity of funding and quality really, really has affected trust. and I just feel like that the TELI has really brought us together. We're not, we can share better. We share better as a standby. We have a high percentage of our families that are involved with methamphetamine and I feel like programs are working together as a result of programs building relationships between us. We're working together to see what we can do for our children and families.

Christy: Thank you so much, Jeanne. And just some final words of advice. I'll turn to White Earth. What few words of advice do you have for programs just beginning to work together in a similar way?

Angela Soyering: Hello this is Angela Soyering and I'm the Head Start director or the White Earth Nation. I think that one strategy that was most helpful for us when we first provided the opportunity to form TELI was that our programs first spent that time in getting to know each other, and with each of our programs presenting information basically about what we do, and what the services we provide, and if we have regulations, standards, guidelines and legislation that affects us. We found that we had many commonalities with similar priorities in working toward achieving success, outcomes, and overall wellness for the families and children that we serve.

From there, we successfully developed our plans and our written work plan evolved, including our staff input. And reviewing it periodically is important also. Reviewing your plans. Mainly my advice is to share with each other about your work that you do with children and families, find your common goals, review your progress and work, and from that you'll successfully accomplish all that you want to achieve with those variables at the center of your services as we have with evolvment of our We Care model.

I'd like to also add that our TELI project seemed somewhat easy because of the home visiting commonality. So that was our starting point and our advice is to go beyond the home visiting portion of programs and maybe extend the collaboration throughout all of your program services, or all of our program services of Head Start, with ECF and Seed. And maintain the true integrity of the TELI initiative.

And then I think we also had some information to add from White Earth.

Linda: Sure, very, very quickly I'll just say some general advice. Create a safe space to have honest discussion. Leave the turf and agenda at the door, and know that you're coming together to work together for children and families. Understand that it's an evolutionary process. It's a good thing that the dollars were limited because it didn't become about the money, it became about working together and it's a sign of maturity and that your organization or business has really changed how it does business, when collaboration is the starting point for the conservation as opposed to the destination.

Thank you.

Christy: Terrific words of wisdom. Thank you so much to all of the panelists who shared their insights with us today. And now I'll return the floor to Linda Smith for some reflections on the presentations.

Linda: Hey, and thank you, and I want to thank everyone for, whose been a part of this webinar and for the amazing comments that people have provided during this session. And I know that it's been you know, a lot of information that was provided here. But I do hope people will really seriously think about what these folks have said. Because they're so many nuggets of, you know, advice and wisdom in and what is been presented here today. I want to, in addition, thank those of, the people out there in some of the states who supported this, as well. Because I think it came up in the conversation that there was support for this for the state agencies. And I think one of the lessons that I would say in the reflections that I have thought about on this is that states do have a lot to learn from this as a model and maybe there is ways that states can incentivize communities some of this same work as what's gone on with these, within these Tribal communities.

I think that one of things that I would like to, I guess, call attention to is what were some of the barriers. And I think that people were really laid out quite well. But some of those barriers I think we're pretty important for us here at the federal level to think about. And I just wanted to say that many of the lessons learned by these TELI grantees has influenced the policy road that we've taken here in Washington. And when I say that I mean things like some of the funding and the cost restraints. There were real differences in you know, how money could be spent. And so, one of the barriers to getting things done was that Head Start money had to be spent this way and Child Care money that way, and Tribal home visiting another way. And, and so some of the work that we've around cost allocation and the Early Head Start - Child Care partnerships really come out of what we learned from some of the TELI projects and I think it's important to know that.

I wanted to also stress the misinterpretation of rules, and a number of people touched on this. And it has also driven some of the work we've done here in Washington. Because in simplifying and working as we are right now on the Head Start Performance Standards and the Child Care rule. This has given us the opportunity to look at these things in a new way. And where are the misinterpretations? Where do we need to clarify things? So we're really clear with what we are trying to do with people.

And it gets back to this really writing in plain English and some of these other things. but the misinterpretation of rules. And for anyone on this webinar I would encourage you to continue to challenge us. so when somebody says there's a reason why you can't do something, to get that, those challenges to us. because in almost every case we've been able to figure out how you can do it, not why you can't do it. but it's simply the, the interpretation and the desire to do it. So I think that those are really important lessons that we've learned at this.

I want to say want to say one other thing that we've learned from this because we can say the communities learned a lot and other people you know you've learned how to get along out there. We too have learned a lot here in Washington, and I think that one of the biggest things that I think I've learned is that we need to balance how we support programs from the Federal level without getting in the way. And I think our secretary at Health and Human Services says the same thing. Let me know how we can support you, where we've got problems that don't, and tell us when to get out of the way. And I think we have been trying to learn that from this project. and I say that in all sincerity, we will be continuing to look at that over the next couple of years here.

I want to say at the bottom of all of this, and this came through on all of the projects -- was a sincere desire to help families. And that's what we're really all about here. And so, as we try to make things easier for families and easier for children, and clear out the clutter in these programs, we only do things better for what it is we're all about here. At the end of the day, we're all about children. So, I think with that, my hat's off for the four reservation or Tribal communities that tried to really be, put so much effort into this for a very small amount of money. We really appreciate it. We learned a lot. I'm going to turn it over to Carrie who is going to talk about where we go next, because we're going into an exciting round two on TELI.

Carrie Peake: I just want to echo Linda. Thanks to the four TELI grantees. It's been incredible today to hear more about the work you've done. And for all those on the phone wanting to learn more, there is as Moushumi said at the beginning, a synthesis report that is on the Tribal home visiting web page that can be accessed by all. and we look forward to continuing to share the good works and best, promising practices that have been done to this collaboration.

We've learned a lot through it, and have been very excited to be able to offer a second round of TELI. And in August, our secretary of Health and Human Services was up on the Flathead reservation and announced the awards of six new TELI grantees. And from what we've learned and from what you've heard today, a lot of the work is on the "C's." And, we're going to work on the collaboration and the coordination with these six new TELI grantees, with a focus on collective impact being the vehicle to drive it. so collective impact framework is a strategic and data-driven approach to collaboration and system development. And we're looking at these six grantees to have Tribally and locally-driven flexibility, and design, and implementation of the projects, and a shared infrastructure, and a process that leads to common, Tribally-driven agenda and effective decision-making across the Tribal early learning programs. So next week this group of six TELI grantees will be meeting and having a kick-off webinar, and then they'll be getting together at the National Training Institute by ZERO TO THREE at the beginning of December to begin working together, and learning more about collective impact.

The collective impact is certainly a vehicle for those looking for different tools for coordination and collaboration. Also coming up the Early Head Start-Child Care partnerships, they'll be doing their learning communities. And they'll be starting soon. So those of you who are Head Start Child Care partnership grantees should be looking for that information as well as post orientation regional meetings that are coming up. And certainly, like Rachel talked about, those in Child Care are working on

building that collaboration and focusing on that in the reauthorization and work. So there's a lot of great work going on and a lot of stories that we learned about today, and successes that we'll continue to share and work together. And I really appreciate such a large early childhood family being on together, and working together today.

So. Christy, I'll give it back to you.

Christy: Thanks, Carrie, and thank you to each of you for attending today's webcast. This webcast has been recorded and will be available soon for later viewing. I wish each of you a good rest of your afternoon.

Thank you.

[End video]